

NOUN CLAUSES

Study these pairs of sentences :—

- (1) Tell me **your age**.
Tell me **what your age is**.
- (2) I cannot accept **his statement**.
I cannot accept **what he states**.
- (3) **His success** is certain.
That he will succeed is certain.

In the first of each of these pairs, the words in thick type show a noun; in the second, the noun is re-written into a clause with the same meaning.

So, you can easily realise that a noun clause stands for a noun of the same meaning. In fact, that is why it is called a noun clause.

Remember : A noun clause does the work done by a noun in a simple sentence.

A noun clause can be—

- (1) the **subject of a verb**. *Examples :—*
 - (a) **When he will return** is not known to me.
 - (b) **That you are a good man** is well known.
- (2) the **object of a verb**. *Examples :—*
 - (a) The thief admitted **that he stole the jewels**.
 - (b) Tell me **why you cried so loudly**.
- (3) the **complement of a verb of incomplete predication**. *Examples :—*
 - (a) Life is **what we make it**.
 - (b) This is **what I propose to do**.
- (4) the **object of a preposition**. *Examples :—*
 - (a) You cannot object to **what I said**.
 - (b) The success of your boy depends largely on **what efforts he puts forth**.
- (5) in **apposition with a noun or a noun equivalent**.
 - (a) It is true **that I was late**.
 - (b) The fact **that the enemy had captured the town** was kept secret.

EXERCISE

Pick out the noun clauses in the following and say how each is used :—

- (1) Sages say that we must see God in everything.
- (2) How to answer the examination well is a problem to many pupils.
- (3) I came to the conclusion that I should be true to my conscience always.
- (4) That I should not get a reply is painful to me.
- (5) There is no truth in what he says.
- (6) I cannot understand what he means.
- (7) Men are what they make themselves.
- (8) The thief's contention was that he had to steal on account of poverty.
- (9) There was not the slightest opposition to what I said.
- (10) It is announced that Monday will be a holiday.
- (11) The excuse that he stayed at home to attend to some work was not accepted by the manager.
- (12) What cannot be cured must be endured.
- (13) It is only in recent times that people in western countries realised the need for cleaning teeth daily.
- (14) We soon believe what we desire.
- (15) The thief admitted that he stole the necklace.
- (16) The belief that comets bring ruin is baseless.

ADJECTIVAL CLAUSES

Study these pairs of sentences :—

- (1) Tell us **interesting** stories.
Tell us stories **that are interesting**.
- (2) Let us revert to the plan **first suggested**.
Let us revert to the plan **which was first suggested**.
- (3) He gave me a box **of chocolates**.
He gave me a box **which contained chocolates**.
- (4) The guns announced the time **of his arrival**.
The guns announced the time **when he arrived**.

In the first of each of these pairs, the words in thick types show an adjective or an adjectival phrase; in the second, it is re-written into a clause with the same meaning.

It will be clear to you now that an adjectival clause behaves like an adjective.

Remember: An adjectival clause does the work done by an adjective in a simple sentence.

Adjectival clauses are generally introduced by relative pronouns (*e.g.*, who, which, that, whom, whose, what) or relative adverbs (*e.g.*, where, when, whence, whither). The relative pronoun or relative adverb must refer to a noun or noun-equivalent which is described by the clause it introduces.

An adjectival clause qualifies a noun or pronoun or noun-equivalent.

Examples :—

(The adjectival clauses are in thick types; the words they qualify are in italics).

- (1) This is the *man* who abused me.
- (2) Here is the *boy* whom I recommended to you.
- (3) They came to the *place* whence the fire started.
- (4) Show me the *cow* that you have purchased.
- (5) Can you find the *needle* which I have dropped.
- (6) After a long lapse, he came back to the *village* where he was born.

It should be easy to pick out an adjectival clause and the word it qualifies, if you have studied the above examples carefully.

EXERCISE

Pick out the adjectival clauses in the following and say what word it qualifies :—

- (1) The stamps which have been issued recently are very good in design.
- (2) What is the use of a pen that refuses to work?
- (3) Who is he that comes here?
- (4) Kindly tell me the reason why you dislike me.
- (5) Stagnant water is an ideal place where mosquitoes breed.

- (6) There is no person who does not have a soft corner somewhere in his heart.
- (7) The boy stood on the burning deck whence all but him had fled.
- (8) They came to a town where a king reigned.
- (9) There are few people who can remember the many trifling details in their lives.
- (10) I have not so far said anything which I regret.
- (11) In the course of life you will come across many men whom you may not like.
- (12) Do not talk about things that you have not experienced.
- (13) All people who are silent are not fools.
- (14) He that goes a-borrowing goes a-sorrowing.
- (15) He gives twice who gives quickly.
- (16) That which is morally wrong can never be politically right.

ADVERBIAL CLAUSES

Study these pairs of sentences :—

- (1) They were amazed to see the feat.
They were amazed when they saw the feat.
- (2) On coming into the forest, he met a dwarf.
When he came into the forest, he met a dwarf.
- (3) He rises with the lark.
He rises when the lark rises.
- (4) For all his experience he is still incompetent.
Though he has much experience, he is still incompetent.

In the first of each of these pairs, the words in thick type show an adverbial phrase ; in the second, it is re-written into an adverbial clause with the same meaning.

Remember : An adverbial clause does the work done by an adverb in a simple sentence.

Like an adverb, the adverbial clause modifies a verb, an adjective or another adverb.

Examples :—

(The adverbial clauses are in thick type; the words they modify are in italics).

- (1) The rain *came* **when we started.**
- (2) You *will be found* **out wherever you may be.**
- (3) **As it is raining,** *we cannot go out.*
- (4) He studied *hard* **that he might pass the examination in the first class.**
- (5) So *fearfully* **did the waves beat against the rock that the boatmen refused to push off**
- (6) **If you are industrious,** *you will succeed in life.*
- (7) **Though my father beats me,** *he still loves me.*
- (8) Some birds fly *faster than aeroplanes* (fly).
- (9) **As you sow, so you reap.**

Adverbial clauses are of several kinds. The most important of them are adverbial clauses of (1) Time, (2) Place, (3) Reason or Cause, (4) Purpose, (5) Result or Consequence, (6) Condition, (7) Concession or Supposition, (8) Comparison, (9) Manner.

Adverbial clauses of comparison and of manner are sometimes grouped under one head as adverbial clauses of comparison, and the difference is expressed thus: The former is called the adverbial clause of comparison of degree, and the latter, adverbial clause of comparison of manner. Below are given examples of the different kinds of adverbial clauses :—

Time :—

- (1) Don't disturb him **when he is reading.**
- (2) Generally the stars appear **after the sun sets.**
- (3) **As soon as you finish your work,** you may go home.

Place :—

- (1) Stay **where you are.**
- (2) The police will find him out **wherever he may be.**
- (3) You have to return **whence you came.**

Reason :—

- (1) He was ashamed **because he was unable to give an answer.**
- (2) **As it is late,** we shall stop here.
- (3) Your father is pleased **that you have passed.**

Purpose :—

- (1) Come near **that you may hear me well.**
- (2) Do not be idle **lest you come to want.**
- (3) He starves **that he may save.**

Result or Consequence :—

- (1) He had such a good character **that everyone respected him.**
- (2) The bundle is so heavy **that I cannot carry it.**
- (3) He is such a nice man **that he will never abuse us.**

Condition :—

- (1) You cannot enter the class **unless you pay the fine.**
- (2) **Had you not lied,** you would have been excused.
- (3) **If you are brave,** you can do wonderful things.

Concession or Supposition :—

- (1) **Although this does not suit me,** I have to wear it.
- (2) **Even if you find it difficult,** don't give up doing exercise.
- (3) **Though I am ill,** I will attend the examination.

Comparison (or of Degree) :—

- (1) I know it better **than you do.**
- (2) This material is **as hard as stone.**
- (3) I am taller **than everyone else in this class.**

Manner (or Comparison of manner) :—

- (1) It did not end **as I expected.**
- (2) I shall do **as you order.**
- (3) **As is the father so is the son.**

Go through the above clauses and make yourself quite familiar with the nature of these clauses. Adverbial clauses are the easiest to distinguish.

EXERCISE

Pick out the adverbial clauses in the following and say what they modify :—

- (1) Where there is a will there is a way.
- (2) As there was heavy rain, the match was abandoned.

- (3) Although he was suffering from fever, he attended the examination.
- (4) Things do not always happen as we wish.
- (5) We must love our country as much as we love our mothers.
- (6) The speaker spoke so eloquently that everyone was spellbound.
- (7) Take things as you find them.
- (8) Where ignorance is bliss, it is folly to be wise.
- (9) When we have gold, we are in fear.
- (10) Children are afraid when they hear big noises.
- (11) He works hard that he may amass a fortune.
- (12) If you desire to be a success in life, you must steadily work with a plan.
- (13) It is difficult to break the cast after the concrete has set.
- (14) Even if you do not like certain things, you have to put up with them.
- (15) Make hay while the sun shines.
- (16) There is no better form of investment than education.

SUBORDINATE CLAUSES

The clauses studied so far (noun, adjectival and adverbial) are called **subordinate clauses**, because their sense is not complete. A clause, the sense of which is complete, is known as a **main clause** or **principal clause**. The subordinate clause depends, for the completion of its sense, on a word or words in the main clause.

COMPLEX AND COMPOUND SENTENCES

A simple sentence is a main clause by itself. If one or more subordinate clauses are added to it, it becomes a complex sentence. **Note that there can be only one main clause in a complex sentence, while there can be any number of subordinate clauses in it.** If there are two main clauses in a sentence, it is called a double sentence; if there are more than two main clauses in a sentence, it is called a multiple sentence. The main clauses in the double and multiple sentences are of equal rank. They are not dependent on one another. So, they are called **co-ordinate clauses**.

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CAUTION:—

You should not presume that a clause must be of a particular type because of the word which introduces the clause. **The nature of a clause does not depend on the introducing word but on the work it (the clause) does in a sentence.**

The same introducing word, as shown below, may begin a noun, adjectival or adverbial clause, according to its work in the sentence.

Example :—

- (1) *When the train starts* is not known.
- (2) I cannot tell the time *when the train starts*.
- (3) None should get up *when the train starts*.

In all these three sentences, *when the train starts* is the subordinate clause. In (1), it is a noun clause; in (2) it is an adjectival clause; and in (3), it is an adverbial clause.

EXERCISE

Use each of the following clauses in three sentences to show that it can be used as a noun, adjectival or adverbial clause :—

- (1) When the festival took place.
- (2) Where Rama is living.
- (3) Where I was born.
- (4) When the match ends.
- (5) When the result will be announced.

ANALYSIS OF COMPLEX SENTENCES

A complex sentence consists of a main clause and one or more subordinate clauses. The subordinate clauses depend for the completion of their sense, on a word or words in the main clause or in another subordinate clause. Subordinate clauses are of three kinds, *viz.*, noun, adjectival or adverbial. In analysing a complex sentence, we have to identify the clauses and find out how they are related.

Adopt this plan :—

- (1) First, supply all ellipses and find out the finite verbs in the sentence and underline them. There will be as many clauses as there are finite verbs. [Of course, the main clause also is included.]

(2) Next, find out the main clause and the subordinate clauses.

(3) See to which word or words the subordinate clauses are attached. This will give you the method of finding out whether the clause is noun, adjectival or adverbial.

Let us analyse the following sentence :—

When Paris *looked* on Helen's face, he *knew* that in all the world there *was* no woman who *was* half so beautiful.

There are four finite verbs (shown by italicised types). So there are four clauses, one of which alone is the main clause. The analysis is set down below :—

The sentence is a complex sentence.

(a) he knew—main clause.

(b) when Paris looked on Helen's face—subordinate adverbial clause, modifying the verb *knew* in (a).

(c) that in all the world there was no woman—subordinate noun clause, object of the verb *knew* in (a).

(d) who was half so beautiful—subordinate adjectival clause, qualifying the noun *woman*.

Here are some difficult examples with comments :—

(1) He is honest, though poor.

Here, the words *he is* are left out between 'though' and 'poor.' If we supply them, the sentence becomes 'He is honest, though he is poor.' The two italicised verbs show that there are two clauses.

(a) He is honest — main clause.

(b) Though (he is) poor — subordinate adjectival clause, modifying the verb *is* in (a).

(2) For this is he

Was great by land as thou by sea.

Supplying the ellipses, the passage can be re-written thus:

For this is he,

(Who) *was* as great by land as thou (*were*) by sea.

The three italicised verbs show that there are three clauses.

(a) For this is he—main clause.

(b) (Who) *was* (*as*) great by land — subordinate adjectival clause qualifying *he* in (a).

(c) As thou wert by sea — subordinate adverbial clause of *degree*, modifying the adverb *as* in (b).

(3) I think that he never knew what I did when I was a child.

Here, *what*=that which. [Whenever *what* is used as a relative, the antecedent is dropped. — Some grammarians analyse such sentences as shown below.]

There are four finite verbs in this sentence and so there are four clauses.

(a) I think—main clause.

(b) that he never knew (that)—subordinate noun clause, object of *knew* in (a).

(c) what (which) I did—subordinate adjectival clause, qualifying *that* in (b).

(d) when I was a child—subordinate adverbial clause, modifying *did* in (c).

(4) Please tell me where you live.

Supply *you*, as the subject of the verb *tell*, because the sentence is in the imperative mood.

(a) (you) please tell me—main clause.

(b) where you live—subordinate noun clause, object of *tell* in (a).

(5) Who is he that goes there?

In interrogative sentences, the normal order of subject and predicate will have to be inverted to rewrite them in proper order before analysing. This sentence would then read:—He is who that goes there.

(a) He is who—main clause.

(b) that goes there—subordinate adjectival clause, qualifying *he* in (a).

(6) He blinked as if he were mad.

In sentences having *as if*, there is always a subject and a predicate understood after *as* and these should be supplied before analysing them. This sentence when fully written would read:—He blinked as (he would blink) if he were mad.

(a) He blinked—main clause.

(b) as he would blink—subordinate adverbial clause of *manner*, modifying *blinked* in (a).

(c) If he were mad—subordinate adverbial clause of *condition*, modifying *would blink* in (b).

Note:—There is a tendency among modern grammarians to take *as if* as a compound conjunction; then, there will be no need to supply the ellipsis between 'as' and 'if.'

(7) There is no rose but has a thorn.

In such sentences *but* = which not, who not or that not. This sentence means:—There is no rose which does not have a thorn.

(a) There is no rose—main clause.

(b) but has a thorn—subordinate adjectival clause, qualifying *rose* in (a).

(8) Who knows but he will improve.

Such use of *but* is rare. Here *but* means except and is used as a preposition, governing the noun clause after it. The sentence is equal to—Who knows (anything) except (that) he will improve.

(a) Who knows—main clause.

(b) (that) he will improve—subordinate noun clause, governed by the preposition *but*.

(9) I am sure that he did so.

Here the noun clause, *that he did so*, does not fall under any of the types we have noted already. Such noun clauses follow a phrase which, if taken as a whole, is equivalent to a transitive verb. The noun clause is taken as the object of the phrase formed with the verb and noun or adjective. [Older grammarians like Mason preferred to treat the noun clause as an adverbial qualification of the noun or adjective concerned].

(a) I am sure—main clause.

(b) that he did so—subordinate noun clause, object of *am sure* in (a).

(10) It is feared that he will not come.

Older grammarians like Mason preferred to call it the provisional subject and the noun clause, *that he will not come*, as the real subject of *is feared*. Nowadays, it is treated as the regular subject and the clause *that...come* is treated as being put in apposition with the pronoun *it*.

(a) It is feared—main clause.

(b) that he will not come—subordinate noun clause, put in apposition with *it* in (a).

It is usual, for the sake of clearness, to show the analysis in columns, thus—

With this intent he called his three daughters to him, to know from their own lips which of them loved him best, that he might part his kingdom among them in such proportions as their affection for him should seem to deserve.

A Complex Sentence

No.	Clause in full	Kind of clause	Construction
	With this intent he called his three daughters to him to know from their own lips	Principal clause	...
2	Which of them loved him best	Noun clause	object of the infinitive to <i>know</i> in 1
3	That he might part his kingdom among them in such proportions	Adverb clause of <i>purpose</i>	modifying the verb <i>called</i> in 1
4	As their affection for him should seem to deserve	Adverb clause of <i>degree</i>	modifying the adjective <i>such</i> in 3

But this is not to be confused with what is known as tabular analysis, where each clause is again analysed into subject, predicate, etc.

ANALYSIS OF DOUBLE AND MULTIPLE SENTENCES

A double sentence contains two co-ordinate clauses while a multiple sentence contains more than two co-ordinate clauses. These co-ordinate clauses are grammatically independent of each other. The co-ordinate members of double and multiple sentences may themselves be complex sentences.

Examples :—

1. Dawn came at last, and the two brothers woke up.
2. The lovely rays of the sun glittered on the smooth stems of the palm trees, and threw rainbows across the foam upon the coral reefs, and gilded lovely uplands far away.
3. When the first baby laughed, the laughter broke into little pieces, and each little piece became a fairy.

4. Before she went, she kissed her little nephew, and made him promise that he would be a good boy.

Sentences (1), (3) and (4) are Double sentences and sentence (2) is a Multiple sentence. In (1), we have two co-ordinate clauses ; in (2), three co-ordinate clauses ; in (3), two co-ordinate clauses, one of which is complex ; and in (4), two co-ordinate clauses both of which are complex.

CONNECTING LINKS BETWEEN CLAUSES

(a) The main clauses of double or multiple sentences are generally connected by co-ordinating conjunctions.

Examples :—

1. Let us run out of doors and have some nice play with the other children.

2. I have called, yet no one answers.

Occasionally, the words *who*, *which*, *when*, *where*, etc., are used as co-ordinating conjunctions.

Examples :—

1. He met a little man *who* wished him good day.

[Here *who* is not a relative pronoun introducing an adjectival clause. It means *and he*, and so forms a co-ordinating conjunction introducing a co-ordinate clause. Relative pronouns and relative adverbs can thus be used as co-ordinating conjunctions, as in this and the following example.]

2. We shall go to town *where* we can purchase all our requirements.

(b) Very often, punctuation marks like the semi-colon and colon are used in the place of connectives, thus :

There were evil Tempers ; there were a great many kinds of Cares ; there were more than a hundred and fifty Sorrows ; there were Diseases, in a vast number of miserable and painful shapes ; there were more kinds of Naughtiness than it would be of any use to talk about.

(c) Very often, double or 'multiple sentences are contracted. When two or more co-ordinate sentences are combined, the part which they play in common is only expressed in one ; in the others, it is understood. They are called contracted sentences.

Examples :—

(1) We must give her the slip, and take the galleys =
We must give her the slip and *we must* take the galleys.

(2) Some boys came in trains, and the rest in buses =
Some boys came in trains, and the rest *came* in buses.

(3) Religion purifies and ennobles the soul = Religion
purifies the soul and *religion* ennobles the soul.

(4) He advances slowly but surely = He advances
slowly, but *he advances* surely.

ANALYSING DOUBLE & MULTIPLE SENTENCES

1. Supply all the understood words and find out the component co-ordinate clauses.

2. Find out the subordinate clause, if any, in the co-ordinate clauses.

3. Set down each clause in order and give its construction.

Examples of analysed sentences :—

(1) An ass accidentally found a lion's skin and put it on to frighten the other beasts.

Here the subject (*the ass*) is to be understood between *and* and *put*.

(a) An ass accidentally found a lion's skin—main clause.

(b) (The ass) put it on to frighten the other beasts—
main clause, co-ordinate with (a)
(and—connective)

(2) The mice found that their number was getting thinner every day; so, they held a meeting to consider some means of escape.

(a) The mice found—main clause.

(b) So they held a meeting to consider some means of escape—main clause, co-ordinate with (a)

(c) That their number was getting thinner every-day—subordinate noun clause, object of *found* in (a).

(3) They expected that the king would punish the thief; they were surprised when the king rewarded him instead.

(a) They expected—main clause.

(b) they were surprised—main clause, co-ordinate with (a).

(c) that the king would punish the thief—subordinate noun clause, object of *expected* in (a).

- (d) when the king rewarded him instead—subordinate adverbial clause, modifying *were surprised* in (b).

ANALYSED EXAMPLES

1. When a man asserts that he is just as good as another he always believes he is better.

COMPLEX SENTENCE

No.	CLAUSE IN FULL	KIND OF CLAUSE	CONSTRUCTION
1.	He always believes	main clause	modifying ...
2.	When a man asserts	adverbial clause of time	<i>believes</i> in 1.
3.	That he is just as good	noun clause	object of <i>asserts</i> in 2.
4.	As another (is good)	Adverbial clause of comparison or degree	modifying <i>as</i> in 3.
5.	That he is better	noun clause	object of <i>believes</i> in 1.

2. Whatever the consequences may have been, of this I feel sure that had he but followed the golden rule which requires that we should do unto others as we would that they should do unto us, he would never have found himself so utterly friendless.

COMPLEX SENTENCE

No.	CLAUSE IN FULL	KIND OF CLAUSE	CONSTRUCTION
1.	I feel sure	main clause	modifying ...
2.	Whatever the circumstances may have been	adverbial clause of supposition	<i>feel</i> in 1
3.	Had he but followed the golden rule	adverbial clause of condition	<i>do.</i> <i>would have found</i> in 8
4.	Which requires	adjectival clause	qualifying <i>rule</i> in 3
5.	That we should do unto others	noun clause	object of <i>requires</i> in 4
6.	As we would (require)	adverbial clause of manner	modifying <i>do</i> in 5
7.	That they should do unto us	noun clause	object of <i>would require</i> in 6
8.	That he would never have found himself so utterly friendless	<i>do.</i>	object of the phrase <i>feel sure</i> in 1

3. If you have a friend that will reprove your faults, consider that you enjoy a blessing which the king upon the throne cannot have.

COMPLEX SENTENCE

No.	CLAUSE IN FULL	KIND OF CLAUSE	CONSTRUCTION
1.	(You) consider	main clause	...
2.	If you have a friend	adverbial clause	modifying <i>consider</i> in 1
3.	That will reprove your faults	adjectival clause	qualifying <i>friend</i> in 2
4.	That you enjoy a blessing	noun clause	object of <i>consider</i> in 1
5.	Which the king upon the throne cannot have	adjectival clause	qualifying <i>blessing</i> in 4

4. When a man asserts that he is just as good as another, he always believes he is better.

COMPLEX SENTENCE

No.	CLAUSE IN FULL	KIND OF CLAUSE	CONSTRUCTION
1.	He always believes	main clause	...
2.	When a man asserts	adverbial clause	modifying <i>believes</i> in 1
3.	That he is just as good	noun clause	object of <i>asserts</i> in 2
4.	As another (is good)	adverbial clause of <i>degree</i>	modifying <i>as</i> in 3
5.	(That) he is better	noun clause	object of <i>believes</i> in 1

5. He that is down need fear no fall,
He that is low no pride.

DOUBLE SENTENCE

No.	CLAUSE IN FULL	KIND OF CLAUSE	CONSTRUCTION
1.	He need fear no fall	main clause	...
2.	He (need fear) no pride	another main clause	co-ordinate with 1
3.	That is down	adjectival clause	qualifying <i>He</i> in 1
4.	That is low	adjectival clause	qualifying <i>He</i> in 2

6. That he lost the crown which he had received from a long line of ancestors, was entirely due to the manner in which after he had once learned the temper of the people, he persisted in his attempt to force a religion upon them which, attractive though it was, they disliked exceedingly.

COMPLEX SENTENCE

No.	CLAUSE IN FULL	KIND OF CLAUSE	CONSTRUCTION
1.	That he lost the crown was entirely due to the manner.	main clause	...
2.	That he lost the crown	noun clause	object of <i>was</i> in 1
3.	Which he had received from a long line of ancestors	adjectival clause	
4.	After he had once learned the temper of the people	adverbial clause of time	modifying <i>persisted</i> in 5
5.	In which he persisted in his attempt to force a religion upon them	adjectival clause	qualifying <i>manner</i> in 1
6.	Which they disliked exceedingly.	adjectival clause	qualifying <i>religion</i> in 5
7.	Attractive though it was	adverbial clause of concession	modifying <i>disliked</i> in 6

7. An inadvertent step may crush the snail
That crawls at evening in the public path;
But he that has humanity, forewarned,
Will tread aside and let the reptile live.

MULTIPLE SENTENCE

No.	CLAUSE IN FULL	KIND OF CLAUSE	CONSTRUCTION
1.	An inadvertent step may crush the snail	main clause	...
2.	But he, forewarned, will tread aside	main clause	co-ordinate with 1
3.	(But he, will) let the reptile live	main clause	co-ordinate with 1 and 2
4.	That crawls at evening in the public path	adjectival clause	qualifying <i>snail</i> in 1
5.	That has humanity	adjectival clause	qualifying <i>he</i> in 2

8. Accordingly, the next time that Johnson did come, as soon as he was fairly engaged with a book, on which, while he sat by the fire, he seemed quite intent, Mr. Barnard stole round to the apartment where the king was and, in obedience to His Majesty's commands, mentioned that Dr. Johnson was then in the library.

DOUBLE SENTENCE

No.	CLAUSE IN FULL	KIND OF CLAUSE	CONSTRUCTION
1.	Accordingly, Mr. Barnard stole round to the apartment.	main clause	...
2.	In obedience to His Majesty's commands, (Mr. Barnard) mentioned.	another main clause	co-ordinate with 1
3.	The next time that Johnson did come	adverbial clause of time	modifying stole round in 1
4.	As soon as he was fairly engaged with a book	adverbial clause of time	modifying stole round in 1
5.	On which he seemed quite intent	adjectival clause	qualifying book in 4
6.	While he sat by the fire	adverbial clause of time	modifying seemed intent in 5
7.	Where the king was	adjectival clause	qualifying apartment in 1
8.	That Dr. Johnson was then in the library	noun clause	object of mentioned in 2

EXERCISES FOR PRACTICE

1. We must remember when we want a thing done, that the busy person is the person who will be most likely to do it for us.

2. A stormy midnight watch, he thought,
Than this sojourn would have been dearer,
If but the storm his vessel brought
To England nearer.

3. History says that Socrates, when he was given the cup of hemlock, continued to talk to his friends who were standing around him as he drank it.

4. I believe that he will come soon, but I shall not wait until he arrives.

5. What seems most extraordinary in the present international situation is that, while every country seems to abhor war, it is fast increasing its armaments.

6. At the time the history of these ladies commences, some young men of high rank in the army, as they were passing through Messina on their return from a war just ended in which they had been distinguished by their great bravery, came to visit Leonata.

7. One of the principal reasons why so few learn phonography is that they are not really aware of its great usefulness until they have finished their school days, and entered upon the active duties of life; after which, it is, as a rule, too late to rectify the mistake or to do anything but long for and regret not having acquired the needed accomplishment.

8. Think you that a drop of water, which to the vulgar eye is merely a drop of water, loses everything in the eye of the physicist who knows that its elements are held together by a force which if suddenly liberated would produce a flash of lightning.

9. For my own part, I can truly say that I owe more of my great labours to my strict adherence to the precepts that I have here given you, than to all the natural abilities with which I have been endowed for these, whatever may have been their amount, would have been of comparatively little use, if I had not in early life contracted the blessed habit of using my time well.

10. It has been clearly proved that even in times of plenty many of the ryots, were they not so frugal in their habits, could not live on the produce of their small patches of land, since many are so deep in debt that their whole income is barely sufficient to pay the interest; but yet we must acknowledge that many die of starvation in times when the rains fail.

11. Ring out the grief that saps the mind,
For those that here we see no more;
Ring out the feud of rich and poor,
Ring in redress to all mankind.

12. Johnson answered that he was an ingenious man, but had no veracity; and immediately mentioned as an instance of it, an assertion of that writer that he had seen objects magnified to a much greater degree by using three or four microscopes at a time than by using one.

13. They expected that the king would either treat the matter as a pleasant jest or threaten the insolent darwesh with punishment; but to their surprise, he was neither amused nor angry, but seriously attentive to the words of the darwesh.

14. Hence a man's thoughts vary according to the language he speaks, and an acquaintance with many languages is not only of much indirect advantage, but it is also a direct means of mental culture in that it corrects and matures ideas by giving prominence to their many-sided nature and their different varieties of meaning, as also that it increases dexterity of thought; for, in the process of learning many languages, ideas become more and more independent of words.

15. The French fleet was formed in four lines, but Edward arranged that each ship of men-at-arms should be supported in its attack on a French ship by two vessels filled with archers, who shot down the Frenchmen on the deck; the men-at-arms then boarded, and in this way line after line was defeated, and the ships either sunk or taken prisoners.

16. The filaments were slight and delicate as those of a spider's web, but there the similitude ceased, for each was armed with a myriad poisoned darts that worked their way into the tissues and affected the nervous system like the stings of wasps.

17. At the bottom of your heart, you are expecting the morning post to bring you something unforeseen and unsuspected; you do not know at all what it may be; perhaps it will be a letter from heaven or an appointment as general of cavalry in the Portuguese army or the notification that you have been awarded the Order of Merit.

18. And when anyone asked him the reason for this curious get-up, he told him that his wisdom was so great that he was afraid his belly would burst if he did not wear copper plates round it, and because he was moved with pity for the ignorant people round about him, who lived in darkness, he carried the light on his head.

19. And perhaps it is as well that we do not become very wise; for the very wise, if any such there are, must sometimes feel rather sad that there is nothing more to learn.

20. Never till that moment had he felt how his little chum had twined himself round his heart strings; and as he

stole gently across the room and knelt down, and put his arm round Arthur's head on the pillow, felt ashamed and half angry at his own red and brown face and the bounding sense of health and power which filled every fibre of his body, and every movement of mere living a joy to him.

21. When you realise how many of the great achievements of the world are the result of an urge provided in the first place by an acute feeling of inferiority, you will see what a power for good this feeling can be.

22. There is always the danger that if you stick at one task too large, you will lose your sense of proportion, whereas if you make your periods of study relatively short, you will return to the task fresh and be in a mood to tackle the problems with alertness.

23. He thinks that the establishment of loan funds which would make it possible for rural families to send their promising sons for the rather expensive medical training, would help in attracting the type of recruit who would go back to the community from which he came.

24. The interior of the earth is, however, unquestionably fluid in the technical sense of the term; for its material is under such immense pressure that its particles will flow, just as lead flows when freed through a hole by a hydraulic press.

25. Accordingly, we may conclude, not that obedience will be done away with, but that it will become more rational and universal and that, as the conscience and the life become more responsive to the inner law or our being, many of our present outward restraints on our conduct will become unnecessary.

26. And another fact to remember is that frequently when people ask advice they merely want to be confirmed in their own view, while if they ask for criticism, they are upset unless they are given praise.

27. The king, without any alternation in his countenance by all that provocation, told them he would first know of them by what authority they presumed by force to bring him before them, and who gave them power to judge of his actions, for which he was accountable to none but God; though they have always been such as he need not be ashamed to own them before all the world.

DETAILED ANALYSIS

In detailed analysis, the sentence is not only broken up into its component clauses but each clause is broken up into its parts thus taking to pieces the entire sentence and showing the purpose of each part.

The following procedure can be adopted in the Detailed Analysis of a sentence. [See Chart I, pages 28—29.]

1. *First write out the sentence supplying the ellipses, if there are any.*

2. *Mark out the various clauses in the sentence, and set them down in Col. 1. Write the principal or main clause first.*

3. *Mention what type of clause each is under Col. 2. Give therein the construction of the clause.*

4. *Find out the connectives used for introducing adverb and noun clauses and set down each against the corresponding clauses in Col. 4.*

5. *In each clause pick out the subject-word and set it down in Col. 3.*

6. *Put down the qualification of the subject-word in Col. 5.*

7. *Find out the finite verb and set it down in Col. 6.*

8. *If the verb has an object, set it down with its qualifying words in Col. 7. Say whether the object is direct or indirect. If both the types are found, mention them separately.*

9. *If the verb is of incomplete predication, find out its complement and set it down with the qualifying words, in Col. 8.*

10. *If there are any words which form an adverbial qualification, mention them in the last column.*

11. *Parenthetical clauses are described as such in the second column and analysed separately according as they are Simple, Complex or Compound.*

12. *If the sentences are double or multiple, find out the co-ordinate clauses or sentences; set them down as a whole in column, and show their detailed analysis; then, under each, mention the subordinate clauses and their construction and show their detailed analysis.*

EXAMPLES

MELUKOTE. (MYSORE STATE)

(ANALYSED IN CHARTS I & II)

I. *Analyse the following complex sentences—(See Chart I, pages 28—29).*

1. By and by, they came to a town where a king reigned, who had an only daughter who was so serious that no one could make her laugh.

2. Strange as it may appear, it is absolutely certain, should all the circumstances be taken into account, that the man who carried on his work so languidly that he gave offence to everybody was better suited for the post than one gifted with restless energy.

3. The fact that he has been absent has been established beyond doubt so that it is unnecessary to bring forward any other proof that he is innocent.

4. That merit should be rewarded is only just.

5. We should have arrived sooner but that we met with an accident.

6. If there were any people in the island—as I really hope there may have been—they stayed quietly at home minding their business.

II. *Analyse the following double or multiple sentences (See Chart II, pages 30—31).*

1. Let us run out of doors and have some nice play with other children.

2. No labour to be done, no tasks to be studied ; nothing but sports and dances.

3. He was dressed in an odd kind of cloak, and had on a cap that seemed to be made of feathers.

4. Look in your shield as you fly downward, and take care that you do not miss your first stroke.

5. The sounds that round about me rise

Are what none other hears ;

I see what meets no other eyes,

Though mine are dim with tears.

CHART I—(See Page 27)

Sentence	Clause	Kind of Clause	Connective	Subject		Predicate		
				Subject word	Qualifying word	Verb	Object with qualifying words	Complement with qualifying words
By and by they came to a town		Main	...	They	...	came
Where a king reigned		Adjective clause qualifying <i>town</i>	...	king	a	reigned
Who had an only daughter		Adjective clause qualifying <i>king</i>	...	who	...	had	daughter, an only	...
Who was so serious		Adjective clause qualifying <i>daughter</i>	...	who	...	was	...	so serious
That no one could make her laugh		Adverb clause of <i>result</i> modifying <i>serious</i> and co-ordinate with <i>so</i>	that	no one	...	could make	her	laugh
It is absolutely certain		Main	...	It	...	is	...	absolutely certain
Strange as it may appear		Adverb clause of <i>concession</i> to <i>is certain</i>	as	it	...	may appear	...	strange
Should all the circumstances be taken into account		Adverb clause of <i>condition</i> to <i>is certain</i>	(if)	circumstances	all the	should be taken
That the man was better suited for the post		Noun clause, object of <i>may appear</i>	that	the man	...	was suited	...	for the post
Who carried on his work so languidly		Adjective clause, qualifying <i>man</i>	...	who	...	carried on	his work	...
That he gave offence to everybody		Adverb clause of <i>result</i> modifying <i>languidly</i> and co-ordinate with <i>so</i>	that	he	...	gave	offence (to) everybody	...
Than one gifted with restless energy (was well-suited)		Adverb clause of <i>comparison</i> , modifying <i>better suited</i>	than	one	gifted with restless energy	(was)	...	(well suited)